



## Sandlapper Elementary

1001 Longtown Road  
Columbia, SC 29229

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	770 Students	
<b>Principal</b>	Linda S. Hall	803-691-4045
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Melinda Anderson	803-736-5530

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	Below Average
2007	Average	Below Average
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

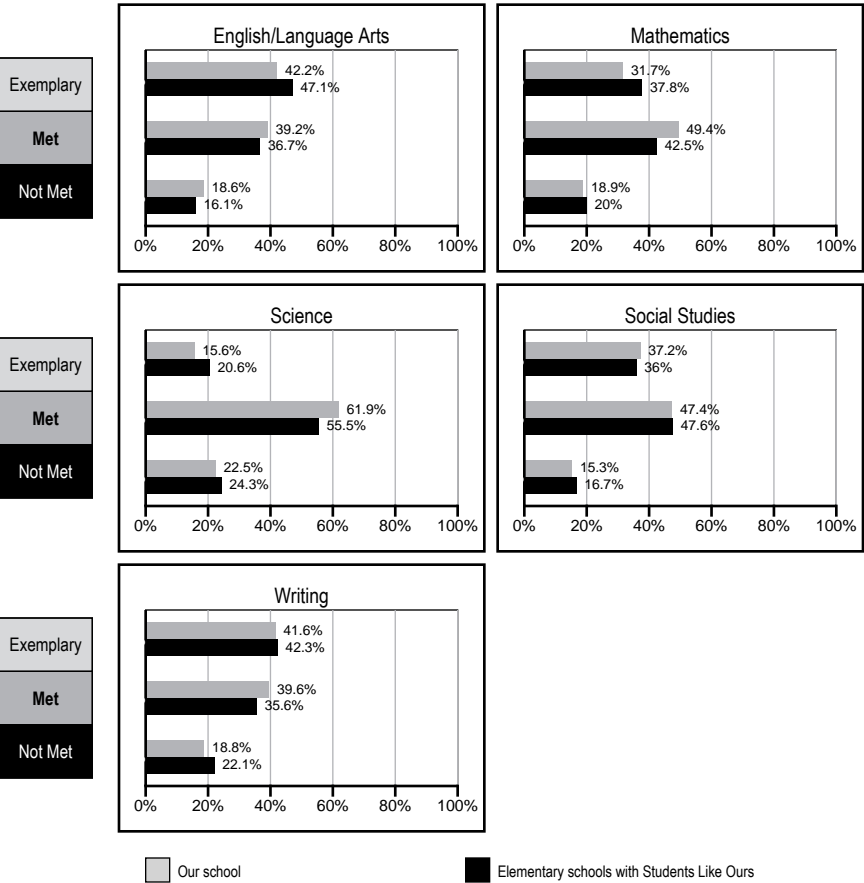
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	31	19	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=770)</b>				
First graders who attended full-day kindergarten	84.3%	Up from 68.3%	100.0%	100.0%
Retention rate	0.9%	Up from 0.8%	1.4%	1.9%
Attendance rate	97.1%	Down from 97.2%	96.6%	96.3%
Eligible for gifted and talented	12.5%	Up from 10.7%	15.8%	10.0%
With disabilities other than speech	5.1%	Up from 4.4%	7.1%	7.7%
Older than usual for grade	0.6%	Up from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	61.4%	Down from 67.3%	61.1%	59.4%
Continuing contract teachers	71.9%	Down from 73.1%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.9%	85.9%
Teacher attendance rate	93.2%	Down from 94.4%	95.0%	95.1%
Average teacher salary*	\$48,818	Up 7.2%	\$48,444	\$47,149
Professional development days/teacher	17.4 days	Down from 20.6 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	3.5	Up from 2.5	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 20.4 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.3%	90.3%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 95.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,261	Down 42.8%	\$6,813	\$7,458
Percent of expenditures for instruction**	70.6%	Up from 52.2%	69.8%	68.8%
Percent of expenditures for teacher salaries**	67.9%	Up from 50.8%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

As we conclude only our third year, Sandlapper Elementary raises many banners of excellence: the state's Palmetto Silver Award for Closing the Achievement Gap, the state's Red Carpet Award for customer service, the state's PBIS Exemplar School Award, and the SC National School Public Relations Association's Reward for Excellence for our website. We now have 16 teachers with National Board Certification. Sandlapper also met the Federal Adequate Yearly Progress level for 2008 in 19 out of 19 objectives. We continued the 08-09 school year with our PBIS initiative, Positive Behavior Intervention and Support program, based upon research-based positive reward systems. Our staff, SIC, and PTO have provided many opportunities for our families and community to become intimately involved, such as the Back-to-School Bash, Career Day, Reading Nights, Art from the Heart, Mother/Son-Father/Daughter Dance, Spring Fling, and the One School, One Book Program. With commitment by all—students, faculty and staff, parents, community, and businesses—we have created an enviable, safe, supportive, and challenging environment for our young learners.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, service learning, and character education; they demonstrate physical triumphs through P.E. and our morning track program; and they make new discoveries and create original works through technology and fine arts integration. This narrative was written prior to the release of the 2009 PACT results; these results will be carefully analyzed and strategies will be implemented for continued improvement. We do have the results of our Fall and Spring implementation of NWEA's Measures of Academic Progress (MAP). In most of the MAP grades and categories, our students achieved at or above district averages. Two grade levels excelled in meeting their target growth scores. We have initiated more formative assessments, such as DIBELS and DRA, to chart the growth of our youngest kindergarten and first-grade students. We will continue to study strengths and weaknesses indicated for each child and design goals for success.

Programs, strategies, and practices such as Single Gender Education, Math SuperStars, 6-Trait Writing, Open Court, Reading Counts, Hands-on Learning, Differentiated Instruction, Tier 1 and Tier 2 Interventions, and Technology Integration engage and challenge all learners. We also provide flexible grouping, before-school programs, and varied interventions to address specific learning needs.

Sandlapper will continue to face the challenges of change and growth in our attendance area and population. We are very proud of our accomplishments so far and hope that you will share in our pride. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Sandlapper Elementary!

Karen Jenkins, SIC Chair

Linda Hall, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	125	92
Percent satisfied with learning environment	100.0%	78.4%	87.6%
Percent satisfied with social and physical environment	98.1%	77.4%	83.1%
Percent satisfied with school-home relations	84.9%	87.1%	82.2%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	358	100	18.6	39.2	42.2	89.2	86	82.8	Yes	Yes
<b>Gender</b>										
Male	187	100	27.2	32.9	39.9	83.8	82.8	79.3	N/A	N/A
Female	171	100	9.3	46	44.7	95	89.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	6.7	24.4	68.9	97.8	94.5	89.5	Yes	Yes
African American	273	100	21.3	42.5	36.2	87.8	81.9	73.7	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	92.2	92.3	I/S	I/S
Hispanic	11	100	18.2	36.4	45.5	81.8	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	51.5	21.2	27.3	66.7	51.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	19	23.8	57.1	81	80.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	173	100	25.2	42.9	31.9	85.3	77.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	358	100	18.9	49.4	31.7	87.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	187	100	17.9	49.1	32.9	87.9	78.4	77	N/A	N/A
Female	171	100	19.9	49.7	30.4	86.3	83.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	49	100	6.7	46.7	46.7	97.8	93.2	87.2	Yes	Yes
African American	273	100	21.7	52.4	26	84.6	74.4	66.7	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	94.1	93	I/S	I/S
Hispanic	11	100	18.2	27.3	54.5	81.8	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	45.5	48.5	6.1	63.6	46.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	9.5	33.3	57.1	90.5	80.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	173	100	27.6	49.7	22.7	81.6	70.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	234	100	22.5	61.9	15.6	77.5	73.4	67.5
<b>Gender</b>								
Male	122	100	18.8	63.4	17.9	81.3	72.4	67
Female	112	100	26.4	60.4	13.2	73.6	74.5	68
<b>Racial/Ethnic Group</b>								
White	32	100	6.7	60	33.3	93.3	91.1	79.5
African American	176	100	26.5	61.7	11.7	73.5	64.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
<b>Disability Status</b>								
Disabled	19	100	33.3	55.6	11.1	66.7	41.7	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	15	100	20	53.3	26.7	80	69.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	113	100	30.8	59.8	9.3	69.2	59	55.1

**Social Studies**

All Students	232	100	15.3	47.4	37.2	84.7	79.1	72.3
<b>Gender</b>								
Male	124	100	17.4	44.3	38.3	82.6	77.8	71.5
Female	108	100	13	51	36	87	80.3	73.2
<b>Racial/Ethnic Group</b>								
White	33	100	6.9	24.1	69	93.1	90.6	80.7
African American	179	100	18	51.5	30.5	82	72.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	23	100	39.1	43.5	17.4	60.9	50.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	16	100	7.1	57.1	35.7	92.9	77.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	113	100	19	53.3	27.6	81	68.6	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	357	100	18.8	39.6	41.6	81.2	75.5	70.2	97.1	97.4
<b>Gender</b>										
Male	188	100	27.1	39.5	33.3	72.9	69	63.2	97.1	97.3
Female	169	100	9.8	39.6	50.6	90.2	82.3	77.5	97.1	97.5
<b>Racial/Ethnic Group</b>										
White	47	100	9.1	40.9	50	90.9	88.1	79.1	96.9	97.3
African American	274	100	21.1	39.5	39.5	78.9	68.9	57.6	97.3	97.4
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	90.6	86.2	97.7	98
Hispanic	11	100	18.2	45.5	36.4	81.8	67.1	62.6	95.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	68.7	94.3	97.1
<b>Disability Status</b>										
Disabled	33	100	53.1	40.6	6.3	46.9	29.4	26.1	97.3	96.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
<b>English Proficiency</b>										
Limited English Proficient	22	100	19	38.1	42.9	81	70.4	61.2	96.3	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	174	100	26.3	37.7	35.9	73.7	62.3	58.9	96.7	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	116	100	20.6	31.8	47.7	79.4
	4	108	100	22.2	39.4	38.4	77.8
	5	134	100	14.1	45.3	40.6	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	116	100	31.8	42.1	26.2	68.2
	4	108	100	11.1	57.6	31.3	88.9
	5	134	100	14.1	49.2	36.7	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	28.8	57.7	13.5	71.2
	4	108	100	21.2	63.6	15.2	78.8
	5	69	100	19.4	62.7	17.9	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	59	100	27.3	40	32.7	72.7
	4	108	100	8.1	52.5	39.4	91.9
	5	65	100	16.4	45.9	37.7	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	117	100	20.9	32.7	46.4	79.1
	4	106	100	16.8	51.5	31.7	83.2
	5	134	100	18.5	36.2	45.4	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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